

At age 75, I have witnessed decades in which the trajectory of "gun violence" continue to cause heartache, pain and angst despite \$millions spent in studying GUNS. I am tired of this useless dispensing of taxpayer dollars. I am tired of politicians taking the easy path.

Yes, there is a "public health" crisis. But I fail to see how the focus of a study on this "health crisis" should be a hunk of metal (a/k/a "bad black gun.")

Over all these years, and all the gun laws that Connecticut has passed, the only thing this array of laws has achieved is to constrain law-abiding gun owners from purchasing certain firearms or magazines. All these totally unnecessary laws [that focused on the "bad black gun"] have not stopped one criminal from doing violence.

Here's a clue: Criminals still will find a way to kill.

One bullet, one knife, one poison pill, one baseball bat, one strong fist can harm or kill. Statistics show that these other means and methods of killing are more prevalent than murder by a firearm. It is not the weapon that is the real culprit...it is the criminal.

Focusing on "bad black guns" will not change the heart or mind of a criminal. It will not make the criminal a better citizen.

If any new study is to have any traction to improve the past track record of all of these prior efforts to stop violence, I challenge you to take the focus off the weapon of choice and turn it on the criminals' motives and attitudes.

With more than 7 decades to observe societal foibles, I am convinced the criminal is not born evil. If a child is raised to respect the law and has been taught the boundaries of good societal behavior, that child will not grow up to gravitate toward risky behavior and crime. The fault lies in how that child was nurtured and taught in those formative early years.

I would encourage this body to study **child development**, especially the impact of (1) Hollywood's and Silicon Valley's violent and/or sexual products, (2) the renewed focus on race baiting (particularly in education settings), (3) the departure from encouraging a nuclear family unit to raise a child, and (4) an education that stresses success in math, reading, history, geography, arts, sciences, and vocational training which prepares the youth for a career that will provide financial security to his or her family upon graduation.

On that latter point, I am seeing a troubling trend where educators seem to be more interested in the sexuality of a second grader than they are in whether the child is proficient in the alphabet. What exactly are educators really teaching, if anything, of the core requirements of reading, writing and math when the school systems are reporting that the children are not meeting grade proficiency levels? A teen or adult who can't get

a job because he can't read or do math is going to be frustrated and angry at the society that didn't prepare him (or her) for success.

Respectfully submitted by

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